Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA name:

Magnolia Science Academy-6

CDS code:

19-64733-0117648

Link to the LCAP:
(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(***NOTE:*** *This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.*)

Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The MSA-6 LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. It provides us with an opportunity to share MSA-6's story of how, what, and why programs and services are selected to meet our local needs.

The Charter School LCAP committee, which includes the School Site Council (SSC) and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise.

The following are highlights from our LCAP and the strategies and actions that we plan to use federal funds to supplement our education program within the context of the LCAP actions and services.

LCAP Planned Actions/Services:	Strategy/Activity to Be Supported by Federal Funds within the Context of the LCAP Actions/Services:
▪ Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. ▪ Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. ▪ Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of	▪ Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance. ▪ Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MSA-6 teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	▪ Charter School will evaluate its teachers for their performance. Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. **Rationale/Evidence:** To increase teacher effectiveness to improve teaching and learning in the classroom based on teacher PD needs assessment and evaluations.
▪ Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. ▪ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	▪ Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. ▪ The EL program coordinator sponsored by the Title III consortium lead will monitor MSA-6 protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. ▪ The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. **Rationale/Evidence:** To provide necessary support to meet the unique needs of our ELs and immigrant students in attaining language and academic proficiency. (Based on ELAC input, the CA School Dashboard EL student group data as well as internal assessments.)
▪ During the day, Charter School will provide additional supports and interventions to all students, including ELs. ▪ Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. ▪ Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	▪ Charter School will select a research-based reading intervention and math program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. ▪ Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. **Rationale/Evidence:** To provide necessary support to meet the unique needs of struggling students in their core classes and to monitor their progress. (Based on SSC input, the CA School Dashboard ELA/Literacy and mathematics assessments as well as internal assessments such as MAP and IABs.)

• Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. • Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	• In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics. • Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs. **Rationale/Evidence:** To increase student access to a broader course of study that supports well-rounded education. (Based on students' needs and interests and student and parent survey results.)
• Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8. • Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	• Charter School will design and implement engineering-related courses and activities, such Code.org activities and Project Lead the Way (PLTW) programs; • Charter School will seek partnership opportunities with local universities and organizations (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.) **Rationale/Evidence:** To increase student participation and achievement in innovative STEAM related courses and programs. (Based on research and our school's vision to graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society.)
• Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	• Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) • Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. **Rationale/Evidence:** To engage and enhance learning and to differentiate instruction to meet the needs of every student.

▪ Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings. ▪ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. ▪ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level. ▪ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. ▪ Charter School will annually administer school experience surveys to students, parents, and staff.	▪ Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys. ▪ Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, using SIS to check student progress, study habits, and family literacy. ▪ Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) ▪ Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. **Rationale/Evidence:** To increase our stakeholders' connectedness through parental participation in programs and parent input in making decisions for the Charter School so our stakeholders feel a sense of community. (Based on research; our school community's positive experience with our meetings, programs, and home visits; parent input and feedback as well as student, parent, and staff survey results.)

▪ Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.
▪ Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.
▪ Charter School will offer summer school classes and provide support to ensure timely middle school graduation.
▪ Charter School will annually assess its suspension/expulsion
	▪ Charter School will offer summer school classes and provide support to ensure timely middle school graduation and readiness for high school.
	▪ Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS).
	
	   o Charter School will implement restorative practices, PBIS, and alternatives to suspension.
	   o Charter School will implement a positive behavior reward system and use its SIS for monitoring it.

policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices. ▪ Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	▪ Charter School will offer Life Skills program to supplement instruction. ▪ Charter School will connect students and families with resources for social-emotional and behavioral support. **Rationale/Evidence:** To increase our students' sense of safety and school connectedness by providing academic, behavioral, and social-emotional support; to increase middle school graduation rate and student attendance; and to avoid chronic absenteeism, school dropout, student suspension and expulsion. (Based on research; our school community's positive experience with PBIS; student, parent, and staff input and feedback as well as survey results.)

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

MSA-6's vision is that our graduates are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MSA-6 provides a college preparatory educational program emphasizing science, technology, engineering, arts and math (STEAM) in a safe environment that cultivates respect for self and others. We have identified the following core values, which are reinforced through our curriculum, student learning outcomes (SLOs), and all school activities: Excellence, Innovation, and Connection. Our three LCAP goals stem from our core values:

▪ EXCELLENCE: All students will pursue academic excellence and be college/career ready.
▪ INNOVATION: All students will become independent, innovative scholars.
▪ CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

In order to promote learning and provide a more positive learning experience for our students, MSA-6 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the LCAP and SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-6 has an approved charter petition with measurable student outcomes and methods to assess student progress, a SPSA with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, the LCAP and the LCAP Addendum are received by our community as a

comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities as well as the ESSA requirements.

MSA-6 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our school accountability plans.

MSA-6 teachers and administrators continually analyze schoolwide and disaggregated student achievement data (CA School Dashboard, CAASPP, NWEA MAP, ELPAC, IABs, grades, etc.) as well as SEL and survey data, teacher observation data, and input from all stakeholders to:

- Improve safe learning environments and promote student engagement;
- Identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social-emotional well-being for all students;
- Implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students;
- Consistently modify interventions based on formative data to more effectively meet the learning needs of all students;
- Align policies, resources, and funding to our documented LEA goals and priorities, and oversee the impact of those funds;
- Select research-based practices;
- Monitor school progress, guide instructional practice, and make school governance decision;
- Adopt a multi-year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities;
- Monitor the effectiveness of the professional learning plan and to determine new opportunities;
- Provide intensive and targeted support of teachers through coaching and mentoring programs;
- Monitor the effectiveness of programs and practices and make necessary revisions in order to continuously increase student achievement;
- Determine next steps in order to clearly understand the challenges within the school community;
- Retain highly effective and qualified teachers that have the necessary skills to implement evidence-based practices;
- Make effective decisions that benefit students.

As described above, MSA-6 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented LEA goals and priorities, reflection, and improvement. All our stakeholder groups (parents, students, staff, SSC, ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (N/A if your LEA is a charter school or COE)

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Parent and Family Engagement
ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to promote learning and provide a more positive learning experience for our students, MSA-6 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP and other plans such as the LCAP Addendum and School Plan for Student Achievement (SPSA).

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, immigrant students, etc.) Feedback from our parent

advisory committee and ELAC provide valuable input for the new LCAP. In addition, MSA-6 conducts surveys for parents, students, and staff, and the school staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-6 holds periodical meetings to gather input from our stakeholders. These include monthly PTF meetings, quarterly SSC meetings, quarterly ELAC meetings, monthly parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducts a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participate in this survey. MSA-6 staff also makes home visits annually and seeks feedback from the parents for school improvement.

Within 60 days of the first day of school, the School convenes an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School holds additional meetings to ensure the maximum parental participation, providing the same information, to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents are informed of their rights to be involved in Title I, Part A programs.

Within 60 days of the beginning of school, the School sends [e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets] a notice to all parents containing, but not limited to, the following information:

- Information about Title I, Part A programs;
- An explanation of the requirements of Title I, Part A programs;
- A description of the rights parents have for participation in Title I, Part A programs;
- A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent involvement policy, and if applicable, the schoolwide program.
- A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet;
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.
- A copy of the most current Parent Involvement Policy and a feedback form for parents to comment on its content.

With this notice, the School includes a survey for parents to complete identifying whether they will require transportation, child care or home visits in order to participate in the parental involvement program of the School. If there is sufficient need for transportation or child care at any of the parental involvement activities identified in this policy, the School may provide such services and notify the parents of such provided services.

In addition to mailing this notice to parents of participating children, the School posts the information on its website.

In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan, the School will involve parents of participating students as follows:

- The School will conduct at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings will be held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights will be contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School will publish a regular Newsletter with notification of upcoming participation opportunities.
- The School will create a School Site Council (SSC) where it will plan, review and improve Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan. The SSC will meet at the School. The SSC shall be constituted to ensure parity between the principal, classroom teachers and other school personnel; (b) equal numbers of parents or other

community members selected by parents, and pupils. Classroom teachers shall comprise the majority of persons represented under category (a). (Education Code Section 52852) Furthermore, Education Code Section 52852 states that parents or community members on the SSC may not be employed by the school district.

Additionally, the SSC will be involved in decisions regarding how funds reserved for parent involvement activities are allotted for those activities.

- Each year, the School will hold an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan and recommend any changes.
- At least one of parents of participating children will be invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within 48 hours.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the LEA.

Building Capacity for Involvement:

A. Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement

In order to ensure effective parental involvement and support a partnership among the LEA, parents and the community to improve student academic achievement, the LEA will provide the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The LEA will encourage parents to serve on its board of directors;
- The LEA will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The LEA will encourage parents to serve on its board committees.
- The LEA will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the LEA at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The LEA will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

B. Helping Parents to Work with their Children

In an effort to foster parental involvement, the LEA will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- Student-Teacher Status Portal: MSA-6 uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The LEA will provide parents with access to literacy programs that bond families around reading and using the public library.
- The LEA will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The LEA will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of LEA teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

Education on Parent Involvement:

The LEA will annually educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training shall take place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the LEA, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The LEA teachers will visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the LEA, how to best communicate with parents and how to work with parents as equal partners.
- A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the LEA and what types of parental involvement programs in which parents would most likely participate.

Other Optional Parent Participation:

The LEA will involve parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the LEA will arrange school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the LEA.

The LEA will adopt and implement model approaches to improving parental involvement.

The LEA will develop appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

School-Parent Compact:

At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student

academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

The SSC will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

Involvement of Parents of Limited English Proficient Students, Disabled Parents and Parents of Migratory Children:

The LEA shall implement an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards expected of all student. To accomplish this goal, the LEA will do the following:

- The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The LEA will provide language translators at parent meetings to the extent practicable.
- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The LEA will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

The LEA will provide full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the LEA will do the following:

- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- Teachers will be encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress.
- Teachers will meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

Notices:

In accordance with law, the LEA will provide the following notices to our parents:

- Annual report card;
- A notice regarding the professional qualifications of the student's classroom teachers;
- The notice regarding language instruction programs;
- Any other notices required by law.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As explained in Section "Parent and Family Engagement," MSA-6 parents and families are involved in the development of the LCAP Addendum, School Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, MSA-6 will submit California Department of Education ("CDE") –required plans to the Parent Council for review and suggested changes before appropriate plans are submitted to the authorizers and the CDE with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the LEA's plans and submit comments.

All parents will be involved, to the extent applicable, in the process of school review and improvement. This includes disseminating the results of the local annual review of each school served under Title I, Part A to parents. In addition, the parents will be invited to annually review the effectiveness of the parental involvement policy and other Title I, Part A activities and provide comments to the LEA.

Programs:

MSA-6 will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-6 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-6 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-6 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-6 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-6 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-6's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-6 has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

Intervention Cycle and Process

MSA-6 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON
- National Geographic
- 1:1 devices

- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and "Power" classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-6's RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.

- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Equitable Access to the Curriculum:

MSA-6 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-6 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-6 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-6 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-6 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-6 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

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The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-6's data cycle.

Annual Evaluation:

MSA-6 implements a schoolwide program where the comprehensive needs assessment is done and evaluated annually with our stakeholders based on many achievement and growth metrics, including CAASPP proficiency rates in ELA/Literacy and math, CA School Dashboard status and growth data, NWEA MAP growth data, student grades, and other assessments described in this section.

MSA-6, with the involvement of parents and our SSC, conducts an annual evaluation of the content and effectiveness of our schoolwide programs as well as our family involvement policy in improving the academic quality of the school under Title I, Part A, including identifying barriers to greater participation by parents in activities under ESSA. MSA-6 pays particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. MSA-6 will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, our family involvement policy. Please see section "Parent and Family Engagement" for more details.

Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA. MSA-6 Homeless Liaison shall ensure that:

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at MSA-6.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by MSA-6, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the MSA-6 charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Homeless Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the

Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

Homeless children and youth will be identified through:

1. The application process for enrollment (self-identification)
2. School personnel recommendations
3. Coordinated activities with other entities and agencies

MSA-6 will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth.

In order to provide equal access to our school, the MSA-6 annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers. Homeless students may also be identified at the time of enrollment (through self-reports).

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be allowed to apply for enrollment in accordance with current MSA-6 enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The MSA-6 designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the homeless liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

Homeless students automatically qualify for free breakfast and lunch at MSA-6. Families do not have to fill out an application or provide proof of income. Homeless students will be added to the free meals program as soon as they have been identified.

Per the McKinney-Vento Act, LEAs must provide services to homeless children/youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

MSA-6, where feasible, applicable, at the request of the parent/guardian and/or in the best interest of the homeless children and youth shall provide transportation to students experiencing homelessness to ensure the students are able to stay at MSA-6 for the duration of their homelessness. MSA-6 may work with the youth's district of residence or other agencies to provide transportation services.

Student Transitions
ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-8.

High School & College Readiness:

MSA-6 provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others. Through Honors, accelerated, and online courses, students who demonstrate high achievement, interest and/or ability are provided the opportunity for a rigorous learning environment. We work with our students to ensure their transition to high school is a successful one and that it complements the rigorous course schedule offered at MSA-6.

MSA-6 upholds the belief that college is attainable through academic success and persistence. The MSA-6 program provides students with the emotional and instrumental support students need to become college and career ready. To enrich college-going activities, our Dean of Academics and students regularly visit college campuses and research requirements. By nurturing students' college aspirations, supporting college/career preparation activities and advising students on how to make successful transitions from middle school to high school and eventually to their colleges of choice.

Advisory Program:

Our students take Advisory all three years of middle school. Each student works closely with their Advisory teacher to explore and set academic and career goals. Students take part in team building activities, community service opportunities and work toward their high school portfolio. Advisory also provides curriculum to increase student knowledge and ability in skills necessary for everyday living. The program emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision-making, wellness and personal safety, and contributing to your community.

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-8.

MSA-6 may use Title I, Part A funds to support our GATE Program and School Library/Reading & Digital Literacy Skills Program as described below.

GATE Program:

MSA-6 is committed to supporting gifted and highly capable students in a safe, caring environment which promotes a college preparatory, STEAM education. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MSA-6 GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group.

MSA-6's advanced academic programming serves students in grades 6-8 and offers highly challenging learning opportunities that adhere to our Core Values of Excellence, Innovation, and Connection. Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning. MSA-6 serves GATE students through a number of delivery models and settings so that students obtain an optimal level of learning. These include, but are not limited to, Honors/Scholars classes, cluster groupings, acceleration (math, etc.), enrichment activities, independent studies, and group projects.

MSA-6's GATE identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research-based. MSA-6 understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MSA-6 includes teacher and/or administrator recommendations as well as work samples in its identification process. In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups.

School Library/Reading & Digital Literacy Skills Program:

All MSA-6 students participate in Sustained Silent Reading (SSR) for about half an hour day, every day. MSA-6 utilizes myON reader, a personalized, online literacy program that helps teachers manage and monitor a student's independent reading practice. myON is used as a reading intervention, as it generates book recommendations within each learner's target Lexile ranges. Accommodations such as audio narration to model reading fluency, highlighting text, and the use of embedded dictionaries, allow learners to develop academic vocabulary and reading fluency. Teachers have access to data related to Lexile levels which informs their teaching and supports differentiation. Once completed, the student is administered an online assessment which informs the teachers of the student's progress. If a student continues to struggle while reading at his or her level, additional interventions are implemented. All teachers use assessment results to inform Response to Intervention (RTI) strategies.

Besides online resources, MSA-6 also strives to provide a rich collection of texts through school and classroom libraries to support literacy instruction and academic achievement. Our teachers promote greater amounts of reading, increased reading frequency, and more diverse reading experiences among their students, thus helping them to attain greater levels of reading achievement.

Title I, Part A Use of Funds:

MSA-6 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. Through our information/input sessions including Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings, we have identified the following strategies and actions that we plan to use Title I, Part A funds to supplement our education program:

- Supporting teachers with their PD needs in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment; monitoring and evaluating teachers for their performance;
- Providing CCSS aligned ELA and math support and intervention to all students, including ELs and immigrant students, and monitoring student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.);
- Promoting a college-going culture through college visits and other college related activities;

- Providing students with a well-rounded education including programs such as health and physical education, arts and civics, GATE programs, school library/reading and digital skills programs, etc.;
- Supporting instruction with technology;
- Pursuing an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys;
- Implementing policies that encourage and support student attendance, positive student behavior and improvements.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-6 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-6 also monitors and evaluates teachers for their performance.

MSA-6 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-6 evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-6 provides all staff with multiple opportunities to grow professionally. MSA-6 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-6 determines common staff development days, and tailors staff development to individual staff needs.

PROFESSIONAL LEARNING COMMUNITIES ("PLCS")

MSA-6 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-6, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-6's staff reading list: Alan Blankstein, Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools; Dr. Robert Marzano's Classroom Management That Works: Research-Based Strategies for Every Teacher; Carol Ann Tomlinson's How to Differentiate Instruction in Mixed-Ability Classrooms, and Doug Lemov's Teach Like A Champion.

SCHOOL-WIDE MEETINGS AND PROFESSIONAL DEVELOPMENT ACTIVITIES

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap Up Meetings

MSA-6 staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in–service program.

Summer In-Service Programs

MSA-6 holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the Charter Schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

MSA-6 believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs and the administrative team (Dean of Academics, Principal and Chief Academic Officer). A rubric guides observation and allows for the development of constructive feedback. MSA-6's formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

Walkthroughs

MSA-6 administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Teacher Induction Program

MSA-6 provides new teachers with a teacher induction program, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Ongoing Professional Development Program for Special Education

MSA-6 conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-6's special education teachers train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the District/County and SELPA and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-6 conducts quarterly training sessions about special education. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute ("CPI"), prior to placement in the classroom.

SUPPORT FOR SCHOOL ADMINISTRATORS

Magnolia Public Schools (MPS) Home Office holds monthly day-long meetings for school administrators (principals and deans) where principals and deans are trained by the Home Office support staff on leadership, academics, accountability, school operations, finance, HR and other matters. These meetings create medium for best practice sharing, collective brainstorming, problem-solving as well as data analysis and specialized training. Based on a needs-assessment of the administrators, the deans meet with their principals and principals meet with the Home Office c-level team to set 2-3 professional development goals for the year in August, followed by a mid-year progress check in January and an end-of-year progress meeting in May. Individual needs and professional development goals drive the professional map at MPS. The CEO, COO, CAO, CFO, and the Chief Accountability Officer provide weekly online check-in sessions, monthly in-person trainings at the Home Office, and biweekly mentoring sessions on-site.

TUITION REIMBURSEMENT

MPS provides all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization. There are four types of programs covered under the Tuition Reimbursement policy which include sample recommended job-related certifications and programs. Category 1 includes teaching related certification/career development programs; Category 2 includes administrative related certification/career development programs; Category 3 includes job-related master's degree program; and Category 4 includes job-related doctoral degree programs. Sample Category 1 programs include:

- CCTC approved teacher credentialing programs (at a college or university, through college/university internship, district internship, etc.)
- CCTC approved subject-matter preparation programs
- Teacher induction programs
- English Learner Authorization/CLAD certification
- National Board certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

Sample Category 2 programs include:

- Administrative services credential
- College counseling certification
- Behavior intervention specialist certification
- CBO certification
- SHRM certification
- Project management certification
- IT certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

As described above, MPS and MSA-6 will continue to provide systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-6 firmly believes that teacher quality is the most important variable in increasing student achievement. The evaluation process helps the teacher and the school administrators build on the strengths of the teacher and identify those areas the teacher needs improvement to become more effective and efficient at his/her job. Performance evaluation allows the school administrators and the

teacher to communicate openly about performance, mutually establish goals and identify actions for progress, and evaluate results which may provide a basis and documentation for transfer, promotion, reassignment, or disciplinary action.

The Evaluation Process

MSA-6 will use multiple measures in order to make a reliable teacher evaluation. These measures include (1) Teacher Performance on the MPS Framework for Teaching, (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. Using multiple measures will provide for better insight and reliability than using only one measure.

Standards in the MPS Framework for Teaching involve teaching processes and teaching outcomes and are the basis for classroom observation evaluations. The annual evaluation process involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. This process is supplemented by assessment of teacher's professional qualities, dispositions, and responsibilities, student and parent feedback through surveys, and student performance data. Numerous academic studies confirm the long-held belief that teacher quality is one of the greatest determinants of student achievement. By incorporating student performance into teacher evaluation, MSA-6 wants to keep ongoing student performance discussions with the teacher. MSA-6 will use the following weights for each measure to determine an end-of-year overall rating.

- Teacher Performance on the MPS Framework for Teaching: 55%
- Teacher Professional Qualities, Dispositions, and Responsibilities: 10%
- Student, Parent, and Staff Voices: 15%
- Student Performance: 20%

Evaluators will use the weights (percents) established above for each measure of teacher evaluation and the final score earned by the teacher on each measure to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Teacher Performance on the MPS Framework for Teaching

MPS Framework for Teaching is based on research in educational psychology and cognitive science, as well as best practices in the field. The standards involve teaching processes and teaching outcomes and are the basis for classroom observations and evaluations. The framework provides a foundation for professional conversations among practitioners as they seek to enhance their teaching skills. It may also be used organization-wide as the foundation of mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. Developing a common understanding of the framework is critical; therefore, MSA-6 trains all teachers, school administrators, and staff on the MPS Framework for Teaching.

The annual evaluation process at MSA-6 involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use on online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The teacher being evaluated will take the lead in conducting the evaluation process through the use of self-assessment, reflection and by gathering evidence for teaching practice. The evaluator will conduct classroom observations to collect evidence on specific standards. Collaborative use of evidence and reflection will provide a basis for self-assessment, goal-setting, professional development, and

demonstration on specific standards and expectations. The evaluator and the school administrator will meet mid-year to discuss progress toward annual goals, and if necessary, any adjustment to action plans. The evaluator and the administrator will meet toward year-end to discuss progress or completion of goals and possible new goals for the next school year.

After completion of the evaluation process, each teacher will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each standard on the MPS Framework for Teaching. Besides rating (1) Teacher Performance on the MPS Framework for Teaching, the evaluators will also score (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. The final score and the weight for each measure will be used to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Classroom Observations

Classroom observations are at the heart of a teacher evaluation system. These observations have potential to identify strengths and address specific areas for growth in teachers' practice. The following are important to consider in order for observations to become a fair and reliable tool:

- Focus of the observation
- How evidence is collected
- How evidence is interpreted against performance ratings
- How observations and feedback are shared

MSA-6 uses two types of observations that work in collaboration:

Informal Observations/Walkthroughs:

- Are conducted minimum six (6) times a year per teacher (Recommended: every other week)
- Are 10-15 minutes in length
- Are unannounced
- Focus on specific standard or element (While not opposing the idea that observation can focus on any identified area for growth at any time of the year, MPS recommends an organization-wide schedule as outlined below.)
    - August-September: Domain 1: Learning Environment (Standards 1 & 2)
    - October: Domain 2: Planning & Preparation (Standards 3 & 4)
    - November-January: Domain 3: Instruction & Assessment (Standards 5, 6, & 7)
    - January-March: Domain 3: Instruction & Assessment (Standards 8 & 9)
    - April-June: Standards 8 & 9, and other identified areas for growth unique to each teacher
- Result in bite-sized feedback to the teacher (Recommended: Feedback on both strengths and areas for improvement; leverage questions, if applicable; notes about what worked best and what could have been done differently and why; and some targets for improvement, if applicable.)
- Connect to the teacher's goals, if applicable
- Guide the coaching work of the school administrator
- Can also be done by peers (Recommended: at least two peer-observations per year by each teacher)
- Are recorded on the "MPS Classroom Observation Form"

Formal Observations:

- Are conducted once a year per teacher (Can be conducted more for teachers who are new at MPS or have ratings of 1 or 2 on any standard)
- Take full class period
- Scheduled

- Have three parts called the "Formal Observation Cycle": Pre-Observation Conference, Formal Observation, Post-Observation Conference.
- Are recorded on the "MPS Classroom Observation Form" and rated on the "Post-Observation Reflection Form."

Evidence Collection:

Formal Observations need to capture evidence of everything that is happening in the classroom, both verbal and non-verbal: What was the teacher doing and saying? What were students doing and saying? What were the tasks? What interactions took place between and among the students and the teacher? There are typically four types of evidence the evaluators can collect during an observation:

- Verbatim scripting of teacher or student comments
- Non-evaluative statements of observed teacher or student behavior
- Numeric information about time, student participation, resource use, etc.
- An observed aspect of the learning environment

High quality evidence is important in fostering collaboration with the teacher. The evaluators need to be cautious in collecting evidence rather than recording their opinions. The following are some differences between opinion and evidence, respectively. Subjective vs. objective; ambiguous vs. unambiguous; may include value judgment vs. free of value judgment; draws conclusions, makes inferences or guesses vs. makes observations; summarizes teacher practice vs. gives proof of teacher practice.

Student, Parent, and Staff Voices

Research into teaching effectiveness indicates that student, parent, and staff voices play a powerful role in helping schools and districts learn how to improve teaching. Surveys have been the primary means of collecting student, parent, and staff voices about effective teaching. MSA-6 uses an online platform to provide students, parents, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. MSA-6 believes that student, parents, and staff have an essential role to play in informing school climate and teaching effectiveness: this feedback instrument provides teachers and other employees with valuable data about how students see their classes, how much parents are involved, and how to facilitate improvement.

Student Assessments at MSA-6

As explained in Standard 7 of the MPS Framework for Teaching, "Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement." The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-6 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-6 administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

MSA-6 teachers also have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-6 utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-6 are not tests only. As detailed in Standard 7, MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-6, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-6 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Using Student Performance as a Measure of Employee Evaluation

MSA-6 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school sites, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-6 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-6 considers using a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work. MSA-6 needs to make sure that Student Performance data used is of high quality as agreed by all stakeholders. While evidence of Student Performance will be collected and analyzed during the evaluation process, developing and refining a definite Student Performance metric in each subject area is an ongoing process that involves the collaboration of all our stakeholders. For practical calculation purposes and the fact that the CA School Dashboard provides performance levels for all students and for student groups on the state indicators, MSA-6 will use the state indicators as its Student Performance metric unless a different metric is identified and agreed upon. MSA-6 will base 20 percent of end-of-year overall evaluation on Student Performance.

Ongoing Consultation to Support Continuous Improvement

As explained above in detail, MSA-6 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. As also explained Section "Professional Growth and Improvement," MSA-6 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development for teachers of English Learners will be extensive and ongoing at MSA-6. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs.

(Note: Magnolia Public Schools (MPS) receives Title III, Part A funds as a consortium of 10 Magnolia Science Academies, of which Magnolia Science Academy-1 is the lead member school. The MPS EL Coordinator of the Consortium serves all 10 school sites.)

Effective professional development will include:

- An ELD workshop for teachers at the Summer In-Service.
- An overview of the EL Master Plan, including program placement, progress monitoring, and reclassification, presented to all staff.
- Sessions dedicated to English Language Development (ELD) training for teachers at the annual Fall and Spring Teacher Symposiums.
- ELD training and shared best practices at least once per month at the school-site level staff meetings.
- All core teachers will attend at least one third-party ELD training (this may be done off or on site; for example, attend a workshop offered by the county office, or hire a consultant to present to the staff on site).
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education, and share resources and information with teachers and school leaders at MSA-6.
- When possible, MSA-6 EL Coordinator will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (one per semester) trainings/meetings for the site-level EL Coordinators. These meetings will review ELD strategies, best practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.
- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Immigrant Identification Policy and Procedures:

MSA-6 will identify immigrant children and youth by asking the following questions in our Home Language Survey during enrollment:

- Student's Birth Place (including the City, State, and Country)
- Date Student First Attended School in the U.S.
- Date Student First Attended School in California

In addition to the Home Language Survey, MSA-6 will use information collected through birth certificates and any available CALPADS and school records to check if the following criteria are met in order to identify immigrant children and youth:

- is aged three through twenty-one;
- was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and
- has not been attending any one or more schools in the United States for more than three full school years (20 USC § 7011[5].)

Although many immigrant students are English language learners, this is not always the case. Students who meet the definition of "immigrant" above will be reported in CALPADS and school records regardless of their primary language or language proficiency level.

Services and Activities for Immigrant Children and Youth:

The following are some of the supplemental services and activities MSA-6 will provide our immigrant students with, depending on the immigrant students' needs and the population size:

- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children, including home visits to the families and trainings on the student information system and introduction to the educational system and civics education;
- Language acquisition programs; primary language assessments and support, as needed (e.g., Ballard & Tighe); academic vocabulary development (e.g., Kate Kinsella workbooks);
- Additional tutoring for newcomers in core subjects and electives;
- Counseling and mentoring services;
- Translation services for parents and students.

Title III Programs and Activities
ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CORE Program - SEI Program

EL Program Overview: All English Learners at MPS schools receive both integrated and designated English Language Development, that is supported by high quality curriculum, monitoring, professional development, coaching, and assessments. Depending on the student's language proficiency level and grade level (determined by the ELPAC), an EL student may receive designated ELD in a full hour class (will not interfere with college requirements), 25-minute class, or during their ELA class. MPS schools use the McGraw Hill ELA curriculum (Wonders for elementary and StudySync for secondary) which have integrated and designated strategies and lessons built in. Integrated ELD is provided in all classes, and teachers are trained to utilize strategies such as SDAIE and the CHATS Framework. (Supplemental - the training for the modeling and implementation comes from Title-III, Part A funds.)

The CHATS framework is made up of components that are broken up into five areas around the acronym: C – Content Reading Strategies; H – Higher Order Thinking Skills; A – Assessment; T – Total Participation Techniques; and S – Scaffolding Strategies. This framework is designed to work in mixed, multilingual classrooms and the corresponding book (available to all MPS teachers) provides resources and examples of how teachers can use each component in their planning. Additionally, all MPS schools have also adopted a literacy program designed to encourage students to read and help students build their comprehension and vocabulary skills. Currently, our schools are using either the Accelerated Reader Program or the myON Reading Program.

As part of the English Learner program, MPS collects students' language proficiency scores, state assessment scores, and MAP scores, along with teacher feedback in order to monitor student progress towards successful reclassification. ELD teachers, coordinators, and school leaders (deans of academics) meet at least once per month to review English Learner student data and address any areas of need. All data is collected and monitored through Illuminate, our data management system. The MPS EL Coordinator follows up with each site regarding regular EL student monitoring and provides intervention and organizational support as needed. In addition to the monthly meetings designed to address English Learner progress, weekly professional development meetings are held at each school site. During these meetings, student achievement across all grade levels and sub-groups are assessed and discussed. Our principals, deans, and teachers closely monitor all students during development meetings in order to provide additional academic support and assess academic progress and programs in all subject areas.

Although the EL Coordinator's primary duty will be to provide the supplemental services outlined below to ELs, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

- Create Title III folders for each school site with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed and data reported, attendance sheets for PD and parent meetings/workshops, etc. The MPS EL Coordinator will work with school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated.
- The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- The consortium EL Coordinator will work with site-level coordinators to conduct walk-throughs of classrooms to ensure program fidelity.
- The consortium EL Coordinator will support site-level coordinators and teachers with progress monitoring of ELs and provide a framework for progress monitoring.

Authorized activities chosen by the LEA relating to supplementary services as part of the language instruction program for English Learner students: In order to most efficiently utilize Title III funds within the consortium, an English Learner (EL) Program Coordinator has been hired to provide direct, supplemental services to English learners and teachers of English language learners at all consortium-member schools (10 in total). The EL Coordinator will support implementation of the LEA's EL Master Plan and program, as well as ensure that all appropriate ELL services are being delivered at each member school. Specifically, the EL Coordinator will provide the following services to member schools:

- Maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.
- Provide coaching, and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on SIOP, CHATS, and SDAIE strategies, and model push-in support).
- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELs.
- Help teachers monitor the progress of ELs and reclassified students and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.
- Lead and train ELD Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.

English Proficiency and Academic Achievement
ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please see Program Overview above in section "Title III Programs and Activities" for a detailed discussion of integrated and designated ELD, curriculum, and progress monitoring.

EL students are carefully monitored by both site-level EL Coordinators and the MPS EL Coordinator. Academic data will be regularly assessed to determine if intervention is needed, and appropriate action plans will be created that involve students, coordinators, teachers, deans, and parents. Reclassified EL students will also be monitored for a period of four years (where applicable) following their reclassification.

The Consortium EL Coordinator will work directly with teachers of ELs, on-site EL Coordinators, and school leaders to ensure that the consortium's curriculum, revised EL Master Plan, and Title III Plan are implemented consistently and with fidelity. This will include relevant professional development, teacher training, lesson demonstrations, classroom observations, and teacher coaching that will help improve instruction for English Learners and improve achievement objectives. The Consortium EL Coordinator will also work with school leaders to address areas of need and growth as measured by accountability measures.

The MPS EL Coordinator will visit schools on a rotational basis, and with site-level coordinators, use the MPS ELD observation template to conduct regular assessments of integrated and designated ELD across the core curriculum. This template will allow coordinators to provide appropriate coaching and feedback to teachers, as well as strategies for improving ELD instruction and engaging English Learners.

The ELD program will be regularly assessed for effectiveness and will include feedback from all stakeholders. Program feedback will be collected during leadership meetings and EL Coordinator meetings.

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA receiving an allocation below $30.000.

MSA-6 has identified the following strategies and actions that we plan to use Title IV, Part A funds to supplement our education program:

- MSA-6 will provide students with a well-rounded education including programs such as health and physical education, arts and civics, etc.

  o In an effort to provide well-rounded education to our students, MSA-6 will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics;

  o MSA-6 will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs;

  o MSA-6 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (health education, arts, civics, field trips, internships, community service programs, etc.)

- MSA-6 will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities:

  o MSA-6 will design its master schedule to include Accelerated and Advanced math classes/clubs;

  o MSA-6 teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes;

  o MSA-6 will design and implement engineering-related courses and activities, such as Code.org activities and Project Lead the Way (PLTW) programs;

  o MSA-6 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.)

- MSA-6 will ensure that technology supports instruction.

o   MSA-6 will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology;

o   Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.)

o   Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning.

▪   Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

o   MSA-6 will offer summer school classes and provide support to ensure timely middle school graduation and readiness for high school;

o   MSA-6 will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS);

o   MSA-6 will implement restorative practices, PBIS, and alternatives to suspension.

o   MSA-6 will implement a positive behavior reward system and use its SIS for monitoring it.

o   MSA-6 will offer Life Skills program to supplement instruction;

o   MSA-6 will connect students and families with resources for social-emotional and behavioral support;

o   MSA-6 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (Los Angeles Unified School District (LAUSD) partnership for PBIS, behavior counseling and coaching support, etc.)

MSA-6 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. We have identified the above-mentioned strategies and actions that we plan to use Title IV, Part A funds to supplement our education program through our information/input sessions including PTF meetings, SSC meetings, ELAC meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. We will continually monitor implementation of the selected strategies and actions and reflect on their effectiveness; we will continue to inform our stakeholders and involve them in the cycles of planning, action, reflection, and improvement.